

CANNONS ELEMENTARY

1315 Old Converse Rd.
Spartanburg, South Carolina 29307

GRADES K-5 Elementary School

ENROLLMENT 328 Students

PRINCIPAL Donna E. Lipscomb 864-579-8020

SUPERINTENDENT Dr. James O. Ray 864-579-8000

BOARD CHAIR Eddie Dearybury 864-579-8000

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	49	38	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

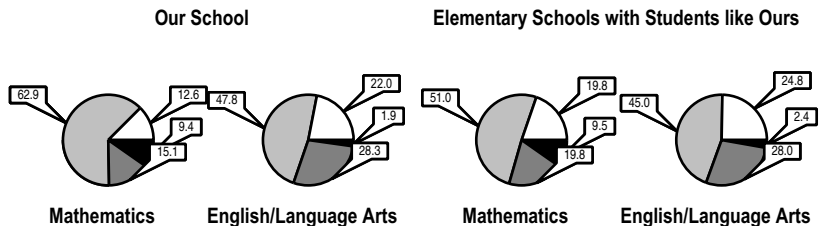
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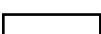
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Average	N/A
2003	Good	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	29	42	38
Percent satisfied with learning environment	100.0%	90.0%	97.4%
Percent satisfied with social and physical environment	100.0%	100.0%	81.1%
Percent satisfied with home-school relations	100.0%	97.6%	94.4%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	169	100.0	22.0	47.8	28.3	1.9	30.2	17.6
Gender								
Male	78	100.0	33.3	45.3	20.0	1.3	21.3	17.6
Female	91	100.0	11.9	50.0	35.7	2.4	38.1	17.6
Racial/Ethnic Group								
White	113	100.0	18.3	44.0	35.8	1.8	37.6	17.6
African-American	51	100.0	33.3	53.3	11.1	2.2	13.3	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	130	100.0	20.5	43.4	33.6	2.5	36.1	17.6
Disabled	39	100.0	27.0	62.2	10.8	N/A	10.8	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	169	100.0	22.0	47.8	28.3	1.9	30.2	17.6
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	164	100.0	22.1	47.4	28.6	1.9	30.5	17.6
Socio-Economic Status								
Subsidized meals	106	100.0	26.3	53.5	18.2	2.0	20.2	17.6
Full-pay meals	63	100.0	15.0	38.3	45.0	1.7	46.7	17.6

Mathematics								
All students	169	100.0	12.6	62.9	15.1	9.4	24.5	15.5
Gender								
Male	78	100.0	13.3	68.0	10.7	8.0	18.7	15.5
Female	91	100.0	11.9	58.3	19.0	10.7	29.8	15.5
Racial/Ethnic Group								
White	113	100.0	6.4	62.4	18.3	12.8	31.2	15.5
African-American	51	100.0	28.9	62.2	6.7	2.2	8.9	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	130	100.0	13.1	57.4	19.7	9.8	29.5	15.5
Disabled	39	100.0	10.8	81.1	N/A	8.1	8.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	169	100.0	12.6	62.9	15.1	9.4	24.5	15.5
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	164	100.0	13.0	62.3	14.9	9.7	24.7	15.5
Socio-Economic Status								
Subsidized meals	106	100.0	17.2	70.7	9.1	3.0	12.1	15.5
Full-pay meals	63	100.0	5.0	50.0	25.0	20.0	45.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	50	N/A	12.0	44.0	32.0	12.0	44.0
	Grade 4	31	N/A	19.4	51.6	29.0	N/A	29.0
	Grade 5	49	N/A	16.3	38.8	44.9	N/A	44.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	63	100.0	8.3	45.0	43.3	3.3	46.7
	Grade 4	62	100.0	32.8	46.6	19.0	1.7	20.7
	Grade 5	44	100.0	26.8	53.7	19.5	N/A	19.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	50	N/A	30.0	46.0	8.0	16.0	24.0
	Grade 4	31	N/A	9.7	64.5	22.6	3.2	25.8
	Grade 5	49	N/A	10.2	46.9	24.5	18.4	42.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	63	100.0	10.0	65.0	16.7	8.3	25.0
	Grade 4	62	100.0	19.0	60.3	12.1	8.6	20.7
	Grade 5	44	100.0	7.3	63.4	17.1	12.2	29.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 328)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	4.4%	Down from 5.0%	2.6%	2.4%
Attendance rate	98.7%	Up from 98.3%	95.8%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	9.8%	Down from 15.9%	13.0%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	13.7%	Up from 12.5%	8.5%	8.0%
Older than usual for grade	0.6%	N/A	1.0%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 28)				
Teachers with advanced degrees	67.9%	Up from 65.5%	45.1%	50.0%
Continuing contract teachers	89.3%	Down from 89.7%	86.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	94.3%	Up from 87.9%	86.4%	86.2%
Teacher attendance rate	96.6%	Up from 95.1%	95.2%	95.3%
Average teacher salary	\$46,563	Up 2.1%	\$39,394	\$39,909
Prof. development days/teacher	10.5 days	Down from 16.1 days	11.3 days	11.4 days

School				
Principal's years at school	15.0	Up from 14.0	4.0	4.0
Student-teacher ratio	17.7 to 1	Up from 16.8 to 1	18.8 to 1	18.9 to 1
Prime instructional time	94.7%	Up from 92.4%	89.5%	89.7%
Dollars spent per pupil*	\$9,685	Up 2.4%	\$5,667	\$5,892
Percent spent on teacher salaries*	63.9%	Up from 57.3%	66.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

As a National Blue Ribbon School of Excellence and a School of Promise, Cannons Elementary School students, faculty and staff, parents and community experienced a year full of wonderful educational opportunities. The strong focus on academics, our integration of the arts, and our focus on character education made our efforts to "Be The Best We Could Be" a complete success.

Our academic programs were enhanced with the addition of two new grant programs. The HOSTS (Helping One Student To Succeed) Mentoring Program allowed our 3rd graders in need of extra academic assistance to meet with a community volunteer four times per week in a very structured reading tutorial program. The benefits to students were significant when measuring reading progress. Another benefit of this program was the increase in community support to our school. Business leaders, parents and school district officials volunteered weekly to ensure the success of this program. The 21st Century Grant Program allowed all of our 2nd, 3rd, 4th and 5th grade students to receive academic enrichment and remediation three days per week either after school or before school. This grant also allowed these students to receive one day of arts education with an arts specialist.

Our teachers and staff are committed to students as evidenced by their willingness to work in the after school or morning programs. They also participated in a State Department of Education study, "Curriculum Calibration," to examine our curriculum and assure alignment to standards.

We are focused on our school beliefs and goals. Our primary goals are to increase the number of students scoring proficient or above on English Language Arts and Math and to decrease the number of students scoring below basic. A new computerized testing program (MAP) allows us to more accurately prescribe the instructional program each student needs to be successful at his/her grade level.

Parental involvement is key to the success of a school and we are very grateful to our parents for their commitment and support throughout the school year. With support from parents and community members we are able to provide an excellent educational program in a nurturing, safe and happy environment.

This year we were selected by the State Department of Education as a "Red Carpet School." It is the positive atmosphere and the sense of family among our students, faculty and staff, parents and community members that made this recognition possible.

Donna E. Lipscomb, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.